



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02392 - FY18 Dakota County Perkins Consortium Plan

Perkins IV Consortium

Grant Title: FY18 Dakota County Perkins Consortium Plan
Grant Number: 02095
Grant Status: Underway
Comments:
Applicant Organization: Dakota County Consortium
Grantee Contact: Eric Van Brocklin
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent: 12/13/2017, Contract Received: 07/01/2017, Contract Executed: 06/30/2018
Project Dates: Proposal Date: 12/13/2017, Project Start: 07/01/2017, Project End: 06/30/2018
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02095
Award Year: 2017
Contract Dates:

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates
 07/01/2017
 06/30/2018
 Project Start Project End
Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
South St. Paul	01 public school district	
Farmington Public Schools	01 public school district	
Randolph Public Schools	01 public school district	
West St. Paul Public Schools	01 public school district	
Inver Grove Heights Public Schools	01 public school district	
Intermediate School District 917/DCALS	06 intermediate district	
Hastings Public Schools	01 public school district	
Northfield Public Schools	01 public school district	
Bluesky Online Charter School	07 charter school	
Dakota County Technical College		

Summary Narrative Part Two

Comprehensive Professional Development

Q5) Describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]

As part of the consortium's continued efforts to provide members the most up-to-date information and best practices we will engage in professional development in a variety of areas. We will continue to support activities such as CTE Works Conference, National ACTE Conference, Region 3 CTE Conference, State and Local CTE sponsored workshops, and secondary and post-secondary professional development activities that relate to our CTE programs. We will continue to provide financial support to our members for participation and membership to professional organizations that promote CTE advancement in all area of study. There will be money budgeted for secondary and post-secondary coordinators to participate and represent the consortium at state(MACTA and MnACTE) meetings, as well as Region 3 and National Policy seminars/conferences.

The consortium will address areas of need in Reading/Language Arts, Mathematics, and Technical Skill Assessments by promoting and funding professional development opportunities to its members. We will include work with TCI Solutions Group to provide professional development to secondary and post-secondary staff on best practices to engage all learners in the education of skill attainment. We will also work with MDE and MnState to promote and actively participate in activities that will help promote our programs success at our member schools.

We will maintain and work on enhancing our articulation agreements between secondary and post-secondary programs. We will provide our members with chances to learn more about appropriate Early/Middle College development through state sponsored professional development activities. We will also continue to engage our members through the use of career software, advisory committees, webinars, and any other workshops/seminars that meet the needs of specific CTE programs.

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business

and industry into the teaching profession. [Sec.134 (b)(12)]

The secondary programs currently recruit staff through traditional methods of providing awareness of openings on statewide recruitment sites and local district websites. Some members of the consortium have participated in statewide recruiting fairs to expose potential candidates to the career options available within our consortium. The post-secondary program will continue to use the statewide system of posting job openings on their site. They will also participate in any state or local career fairs that will provide opportunities for the recruitment of staff.

The consortium will continue to provide mentors and professional development opportunities to CTE staff to help in the retainment of staff. The secondary coordinator will continue to participate in regional teacher shortage discussions and planning with members of ACTE Region 3. As part of MACTA the secondary and post-secondary coordinators will participate in any licensure discussion or meetings offered to address the shortage of qualified CTE teaching staff within the region and state. As a consortium we will continue to engage in local industry tours and visits to help promote the potential for future recruitment of individuals into the teaching profession.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

The consortium will use a variety of other sources to evaluate student performance that will contribute to the information collected through the Technical Skills Assessments. We will use student participation and passing rates for students within the consortium who attend CTE programs. We will evaluate the number of students who have access to articulated credits used for college enrollment. We will collect data on the number of students who attend our annual Career and College Fair to determine what areas of interest they most likely will pursue for a career. We will continue to collect data from CTEcreditmn to review areas of articulation agreements being used and in what areas we could provide more options. We will also complete improvement plans and reports as needed based on student performance. The consortium will collect data on the number of students who are actively participating in member districts WBL programs and how we can improve or increase participation.

By gathering and reviewing all this information we will design programs of study and courses that address the needs and interests of our students and local industry needs. We will continue to find ways to make as many of our students career ready in areas of high demand and high wage jobs within our local area. Our plan will address areas that need development from a secondary and post-secondary perspective upon gathering as much feedback as we can from all areas addressed.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

Action Steps:

During FY6 and FY17 DCPC was approached by the Minnesota Transportation Center of Excellence about a plan to help in the development of a transportation pathway pilot program. During the past 2 years members of the Transportation Center have collaborated with secondary and post-secondary staff about best methods of creating a mobile transportation unit that would promote transportation careers. Information about this program has been shared with members of the consortium leadership team. During FY17 secondary and post-secondary Perkins coordinators have met with this group to continue to plan. As part of this process both groups will work during the FY18 plan year to develop curriculum that can be shared and used with member schools from grades 5-12 to promote and incorporate transportation career skills into classrooms.

The Stakeholders involved will be the Perkins secondary and post-secondary coordinators, the Transportation Center of Excellence staff, DCTC transportation faculty, DCTC deans, consortium school districts, and local industry advisors.

Timeline will continue during the FY18 plan to include the introduction of the NitroX youth camp with local middle school students. The introduction of curriculum developed by all partners that can be shared with consortium middle and high school tech ed staff. The creation and development of the mobile transportation unit will begin with input from the DCPC and local industry partners.

Strengths:

- DCTC has 6 well established transportation programs that are well attended and have high enrollment numbers.
- DCTC has state-of-the-art equipment and shops that provide the most relevant training for students.
- The Minnesota Transportation of Excellence is housed at DCTC.
- The consortium continues to offer transportation POS's within 3 districts.
- 18 articulation agreements exist between DCTC and the DCPC high schools.
- DCTC and ISD 917 instructors participate on advisory boards with one another that helps with transition from HS to college.

Areas for Improvement:

- ISD 917 Heavy Duty Truck program needs to continue to update materials and equipment to offer the most updated training.
- DCPC programs need to continue to review and update POS within each building.
- DCPC and DCTC programs need to continue to build and grow more community and industry partnerships that will lead to students being even better prepared.
- DCPC will continue to expose more students to transportation careers in a larger variety of areas.
- Many DCPC high schools have diminished or eliminated transportation and mechanical career programs so we need to develop ways to inform more students about these options.

The RPOS in Facility and Mobile Maintenance was easy to identify given the strong partnerships that exist. DCTC and its faculty have built effective advisory committees that bring industry, faculty, administration and high school instructors to the table to discuss curriculum design, equipment needs and industry trends. The addition and visibility of the Minnesota Transportation Center of Excellence at DCTC and within the consortium will help to leverage resources and development of greater youth

interaction amongst consortium members. Career and college readiness is a topic of conversation among the partners in the transportation programs. Faculty are experiencing more and more students unprepared and unaware of current industry trends in this field. This concern is creating more dialogue and program development in how to best help students prepare for careers. There is an increase in and approval of articulation agreements between high school transportation classes and DCTC's curriculum helping to diminish the costs for students. DCTC uses TSA's in all their transportation programs to measure student success and certification attainment. ISD 917 uses TSA's in their Total Auto Care and Heavy Duty Truck programs.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1. In FY18, the Dakota County Consortium is committed to reviewing, assessing, and updating all Programs of Study including state-approved POS, Rigorous Programs of Study and consortium approved POS via active participation and input from consortium members, high school instructors and college faculty. The consortium plans to hold two POS review meetings (one in the Fall and one in the Spring) to thoroughly examine existing POS and determine which ones to update (e.g. reviewing course sequences to accuracy), strengthen (e.g. adding a TSA in Culinary) or delete and to determine what, if any, POS can be added. Further, the consortium will engage in discussion about how we use TSAs to strengthen articulation agreements and career pathways and to set in place an annual POS review process. Dakota County will explore the possibility of applying for the Career Pathway Continuous Improvement Project (CPIP) grant to assist in our POS analysis and updates. DCTC Academic Affairs will be restructuring into Pathways based on the Career Wheel to align DCTC programs, strengthen pathways with area high schools, improve and revise Advisory Committees and increase the use of TSAs.

2. Dakota County Technical College (DCTC) faculty will continue to create local articulation agreements including those with Dakota County Consortium high schools to develop strong incentives for students considering those career pathways and to earn early college credit. Further, regional articulation agreements will be explored and evaluated to determine such agreements' impact on a broader number of students earning college credit. Students within the consortium will be encouraged to consider PSEO opportunities in appropriate and available careers (at DCTC or other colleges) and/or to explore programs at ISD917 (the consortium's technical high school). DCTC and ISD917 will market the newly approved Early Middle College Program and have its first students enrolled in the program during the FY18 year. Existing Early Middle College Programs with Lakeville ALC and Burnsville Alternative High School will be reviewed, promoted and evaluated in the hopes to increase student participation in the program. With the approved Title III grant now up and running at DCTC, initiatives will begin to address how adult learners will be serviced, advised and, more importantly, how to grant them credit for prior learning.

3. The Dakota County Consortium is committed to having all stakeholders at the table whenever possible to be involved in the support and creation of POS. In FY18 this will include opportunities at the consortium's monthly meetings, the spring Articulation meeting (high school faculty will be face-to-face with corresponding DCTC faculty), regional articulation meetings (held for specific career pathways) and advisory board meetings. The consortium will explore the possibility of holding an All Advisory Board day (as was done in FY15) sometime in the academic year.

4. DCTC will continue to offer various services and resources to insure that students have the necessary academic and technical skills to be successful at the college level and explore additional supplemental learning options. This will include academic tutoring, ACCUPLACER Prep (using ACCUPLACER diagnostics), TEAS Prep (for those pursuing nursing), co-requisite English courses for students in transportation careers, team teaching (college faculty and ABE instructor) in developmental classes, and imbedded technical peer tutors. At the secondary level our districts will continue to participate in approved CTE programs of study that provide technical career skills in a variety of areas and have the opportunity to request and purchase equipment and technology to strengthen their CTE offerings. Students will have the opportunity to partake in CTE programs offered through ISD 917. Member districts will continue to offer academic support through career centers and peer tutoring through their counseling offices. Secondary students will be offered the opportunity to take the ACCUPLACER, ASVAB, MCA's, and ACT test to determine academic skill attainment.

5. Consortium leadership will survey its members including high school instructors and college faculty in early fall as to what CTE/Perkins related topics they may not understand or need specific training on. Information gathered will be used to create a professional development calendar for the FY18 year. The postsecondary consortium leader is already committed to provide training for college administrators, academic deans, and department chairs on the overarching purpose of Perkins and, more specifically, the importance of articulation and the use of CTECreditMN.com. As always, the consortium will encourage and support (e.g. financially) its members to know about, participate and/or be involved in monthly CTE webinars, conferences and workshops (e.g. CTE Works), Technical Skills Assessment meetings, or CTE-related organizations (e.g. MACTA, MnACTE, ACTE, etc.).

6. There is and will be a concerted effort across the consortium to increase the use of Technical Skills Assessments (TSAs) as a measure of student learning and skills. The assessments being used within the consortium meet the validity and reliability standards set by industry and by the companies producing the exams such as SkillsUSA, Precision Exams, ASE certification, and NOCTI. How to adequately measure student outcomes is and will be a high priority for both secondary and postsecondary. The consortium will be looking to add a TSA in Culinary and DCTC hopes to establish a Center for Teaching and Learning as a resource for faculty to transform their curriculum.

7. The Dakota County Consortium and specifically, DCTC, will continue to address the needs of its adult learners with increased collaboration between the college credit-based and the continuing education/customized non-credit courses and programs. Efforts to assess adult learning needs and pathways will be strengthened with the addition of an adult learner advisor and a credit for prior learning coordinator at the college. The college will continue to offer and modify its work with the Adult Career Pathway (and its ABE and community organization partners) in Automotive Light Repair and Maintenance and explore potential new and emerging pathways for the adult learner.

8. The Dakota County Consortium understands the importance of the big picture view of industry/career pathways and, as such, will evaluate its involvement with career awareness opportunities, career planning, early technical training, work-based learning experiences, course articulation, technical skill attainment, college credentials, business and industry input, and placement/employment. The consortium will continue to maintain and development partnerships with workforce centers, Chambers of Commerce, industry partners and legislators.

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees
Strategies	
<p>A. Coordinate, host and conduct an Articulation Meeting with high school instructors, college faculty and industry partners in the Spring of 2018 to collaborate on the development and renewal of articulation agreements that align with the key POS identified for our Consortium. We will work to create a plan that would view articulation agreements as partial scholarships for students prior learning at the secondary level.</p> <p>B. Encourage all interested parties to review or add new articulation agreements on an on-going basis and to communicate how such development can be done outside of the annual Articulation Meeting.</p> <p>C. The consortium will continue to participate in and have a presence with the Southern Minnesota Regional Articulation group and conduct a review and evaluation of regional articulation agreements as to their use and impact.</p> <p>D. Hold intentional CTCCreditMN.com training sessions for consortium members, college administrators and college faculty to increase their usage and understanding of the site.</p>	
Outcomes	
<p>A. All relevant stakeholders are invited to and in attendance at the Articulation Meeting and that updated, renewed and/or new articulation agreements are signed and submitted at the end of the meeting.</p> <p>B. The review of existing and development of new articulation agreements process is clearly specified and easy for stakeholders to use and that the consortium sees updated and new agreements coming in throughout the year. We will increase our use of articulation credits from less than 5 to at least 10 within the consortium for FY19.</p> <p>C. At least one consortium representative attends the scheduled Southern Minnesota Regional leadership meetings and that a decision for future participation is made by the end of FY18.</p> <p>D. Trainings are conducted for consortium members, college administrators and college faculty within Fall 2017. Shareholders will understand and use the CTCCreditMn.com site with their students and partners.</p>	
Measures	
<p>A. Participants at the Articulation Meeting are documented, hard and scanned copies of completed articulation forms are available and updates are done within CTCCreditMn.com site.</p> <p>B. Articulation Form/Contract is easily understood by all parties and made readily available. Updated and new agreements are processed quickly and documented within CTCCreditMn.com site.</p> <p>C. The invoice for participation in the Southern Minnesota Regional group is received and paid. Attendance is documented at the scheduled meetings. Decision to continue participation with this group will be reflected in the FY19 consortium plan.</p> <p>D. Training is documented in consortium meeting minutes. CTCCreditMN.com site shows an increase of login activity, creation of more student accounts, and more active report generation.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$11,111.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,111.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$11,111.00

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, P5 Student Organizations
Strategies	
<p>A. Secondary faculty will have the opportunity through a competitive format to submit requests for industry ready equipment for program needs that meet the needs of all learners.</p> <p>B. Through the secondary and post-secondary plan, staff members at the secondary and post-secondary level will be able to apply for professional development participation in at the CTE Works conference, MACTA, MNACTE, ACTE to include membership. They will also be considered for other state, regional, or national level memberships or conferences that pertain directly to their area of instruction.</p> <p>C. Consortium members will be able to request the opportunity to take part in local or regional workforce events or career awareness events that may have a direct impact on program improvement or development that leads to high-wage, high-demand, and high-interest areas of career-readiness.</p>	
Outcomes	
<p>A. Any equipment or activity requests will meet the guidelines of the consortium Perkins grant and POS.</p> <p>B. Participation in events, conferences, or meetings will be followed by reports to DCPC members and the leadership committee.</p> <p>C. Participation in any events related to consortium members or state CTE programs will help to enhance programs within the membership and provide relevant professional development to staff members.</p>	
Measures	
<p>A. Annual reports from members participations in any event will be reflected in our monthly meetings.</p> <p>B. Equipment requests and purchases will be reflected in the consortium inventory and access will be provided to member schools.</p> <p>C. Expenses will be documented on annual expenditure reports that are shared with fiscal agent and local member districts.</p>	
Reallocation Explanation	POST-SECONDARY: To support the professional development/professional membership

	strategy within our plan, reallocated dollars will be used to send at least one post-secondary member to the Region III ACTE Conference in June. This was a budget item that was not supported in the Basic Budget.
Post-Secondary Required Activities	\$450.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$400.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$850.00
Secondary Required Activities	\$65,143.76
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$67,143.76
Total	\$67,993.76

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, P1 Advisory Committees, P8 Teacher Preparation
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Strategies

- A. Consortium members will be surveyed in early fall regarding professional development needs and topics and a professional development calendar is created.
- B. Consortium members and leadership will have the opportunity to take part in monthly CTE webinars, attend conferences (e.g. CTE Works), or maintain membership in CTE related organizations (i.e. MACTA, MnACTE, ACTE, etc.).
- C. Postsecondary consortium coordinator will be on the academic deans meeting agenda each month to share consortium activity and to provide Perkins 101 training. Likewise, the coordinator will also address the department chairs meeting at least 4 times during the academic year to raise faculty awareness about Perkins.

Outcomes

- A. Survey information will assist consortium leadership to create a FY18 professional development calendar and will promote such opportunities with its members.
- B. Consortium members increase their knowledge, skills and abilities in all things related to CTE and will present their "take aways" with each other. POS are strengthened and changed by members participation in learning and professional opportunities.
- C. Academic deans and faculty begin to fully understand Perkins purpose and begin to incorporate more of Perkin elements and language within the academic community.

Measures

- A. Professional development trainings and workshops are scheduled and conducted. Attendance and participation will be documented.
- B. Budget supports the professional development being done within the consortium. Consortium meeting agendas and minutes document discussions and action items as a direct result of the learning opportunities.
- C. Academic dean and department chair meeting agendas and minutes document postsecondary consortium coordinator's presence and information presented. An increase in inquiries, interest and participation related to Perkins is shown throughout the year.

Reallocation Explanation	These funds will be used to help support membership in national ACTE for consortium members.
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Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$1,078.10
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,078.10
Total	\$3,078.10

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
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Strategies

- A. Consortium members will have the opportunity to request, through a competitive process, equipment and/or technology to support their CTE programs.
- B. Secondary students will be able to take assessments such as ACCUPLACER, ASVAB, MCAs and ACT tests to determine academic skill level and college readiness.
- C. DCTC will redesign their ACCUPLACER Prep service to include a new delivery method and to make a stronger connection with the college's academic tutors.

Outcomes

- A. Equipment and activity requests will fit Perkins guideliness for permissible expenditures. All equipment purchased with Perkins money will be labeled accordingly.
- B. Students are more aware of their academic skills and college readiness in order to prepare for their career pathway and the training such a pathway may involve.
- C. ACCUPLACER Prep service is delivered in a more effective and convenient way for students and that they have more access to tutors.

Measures

- A. End of year documentation and equipment inventory reports will reflect purchases.
- B. Tests/assessments are scheduled and student scores are documented, explained to the students and shared with appropriate parties.
- C. The new ACCUPLACER Prep service is redesigned and scheduled to start in Fall 2017 and academic tutor schedule is adapted for specific test prep sessions.

Reallocation Explanation	
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Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 5

Required/Permissible Uses of Funds* R6 Assessment , R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition

Strategies

A. DCTC will implement an initiative to improve advising with adult learners (and for all students) by utilizing electronic tools (such as AgileGrad) within the advising process, providing professional development opportunities for all advisors, and hiring an adult learner advisor and credit for prior learning coordinator (supported by the Title III grant).

B. DCTC will provide intentional Credit for Prior Learning evaluation and advising for adult learners and build such advising into a formal adult learner orientation and graduation planning.

Outcomes

A. Adult learners will be serviced and advised by knowledgeable and trained advisors and will have access to a specialized adult learner advisor and a coordinator who can thoroughly evaluate and grant credit for prior learning experiences.

B. Credit for Prior Learning will be embedded in orientation sessions and in graduation planning as well as within the culture and language of the college community.

Measures

A. Additional staff have been hired, oriented and trained and an increase in the number of adult students is demonstrated. Student satisfaction surveys will be utilized to determine the effectiveness of additional advisors and show a .05 in increase in satisfaction. A 3% increase in the retention and persistence of adult learners is demonstrated by the end of FY18.

B. A 3% increase in the number adult students being evaluated for and given credit for their prior learning and work experiences demonstrated by the end of FY18.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 6

Required/Permissible Uses of Funds* R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition

Strategies

A. Secondary consortium coordinator will represent the consortium on the Dakota/Scott Youth Council.

B. The consortium will invite Amber Higgins (Dakota/Scott Youth Council), Mark Jacobs (Dakota/Scott Workforce Development Board, Tim O'Neill (DEED Labor statistician), Chambers of Commerce members and state legislators to any of the consortium's monthly meetings.

Outcomes

A. Consortium activity is shared with workforce center personnel and business and industry representative and the work of the council is brought back to the consortium members.

B. Such guests at consortium meetings will be able to provide relevant information to consortium members on issues, initiatives, trends etc. that effect CTE. Likewise, members will be able to share their challenges, stories and needs with these key partners.

Measures

A. Consortium meeting agendas and minutes include updates from the Dakota/Scott Youth Council and any action items to bring back to the council's attention.

B. Consortium meeting agendas and minutes document the presentations of the guests, the information they provided, and the feedback given to them by consortium members.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 7	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
A. Design, develop and produce a brochure on the approved Early Middle College Program between ISD917 and DCTC.	
B. Work with consortium high schools to include early college credit opportunities (articulation, PSEO, Early Middle College) within their student registration guides.	
Outcomes	
A. A brochure is printed and available to ISD917 students and their families by late August 2017 promoting the Early Middle College (EMC) program with DCTC and the available career pathways within the EMC program. The brochure may become a model that could also be used with the EMC programs at Lakeville ALC and Burnsville Alternative High School to increase participation from their students as well.	
B. Appropriate registration guides contact owners are identified at consortium high schools including EMC schools and are contacted to include the early credit opportunities relevant to CTE and our consortium's POS.	
Measures	
A. The brochure is printed and available for use with ISD917 students and families. Brochure is shared with Lakeville ALC and Burnsville Alternative High School leadership.	
B. High school registration guides reflect consortium's preference in how and where articulated courses, PSEO opportunities and EMC programs are visible to students and their parents.	
Reallocation Explanation	
Post-Secondary Required Activities	\$300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$300.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$300.00

Goal 1 Objectives 8	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P10 Student Transition
Strategies	
A. Conduct an extensive self-assessment and review of consoritum Programs of Study (POS) and Rigorous Programs of Study (RPOS) including use of and results of TSAs with active input from consortium members, high school instructors, and college faculty.	
B. Hold at least two POS/RPOS Review meetings during the academic year to update existing POS, delete those that are no longer active and add new POS when appropriate.	
C. Explore the possibility of applying for the Career Pathway Continuous Improvement Project (CPIP) to assist in the consortium's self-evaluation process and with the POS/RPOS review.	
D. DCTC's Academic Affairs/Programs and Majors will restructure into a Pathways design model for purposes of reporting channels, clearer pathways from high schools to the college, improving Advisory Committees and increasing the use of TSAs.	
Outcomes	
A. POS/RPOS discussion is consistently on monthly consortium meeting agendas, postsecondary academic deans and their faculty understand the purpose and effectiveness of POS/RPOS, all POS/RPOS are updated, revised and documented by the end of FY18, and an annual POS/RPOS review process has been established.	
B. POS/RPOS review meetings will be scheduled in October, 2017 and February, 2018, that all shareholders will have opportunity and time to review POS/RPOS and that the review results in the most accurate/up-to-date POS/RPOS list for the consortium.	
C. The application is submitted by the June 1, 2017 deadline with approval helping to support the analysis and updating of POS/RPOS within the consortium.	
D. Faculty and programs are more aligned with and have greater understanding of the Perkins grant and its accountability measures. Advisory boards are revised and improved. TSAs are used across the campus.	
Measures	
A. The POS/RPOS review, evaluation and updates are documented via consortium minute meetings, academic dean/department meeting agendas, time dated entries within MnProgramofStudy.org and a written POS/RPOS review process available by the end of FY18 and included in the FY18 APR.	
B. POS/RPOS review meetings are documented and attendance taken, updates are finalized within MnProgramsofStudy.org by the end of FY18 and a annual POS/RPOS review process determined for future fiscal year plans.	
C. A consortium team is identified with additional members (advisory committee members, workforce staff, ABE, etc.), participation in a regional or one-on-one technical assistance meeting, facilitation of a Community Engagement Meeting by January 15, 2018 and mid and final reports submitted to the state.	
D. The restructuring and its outcomes will be documented by organizational charts, program review process and TSA scores.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$9,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,000.00
Total	\$13,000.00

Goal 2 Narrative

Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1. The Dakota County Consortium consists of 9 secondary districts and Dakota County Technical College. As part of this consortium we offer multiple opportunities to partner with local industry, workforce centers, and post-secondary institutes. We continue to be involved in local committees such as the Dakota/Scott County Youth Council that provide opportunities for member school students to access career counseling and employment. Our members provide the opportunity for students to take part in Work Based Learning programs with our schools, along with the opportunity to attain training through local Dakota County Workforce Centers. We offer multiple industry tours and site visits to expose numerous students to potential careers of interest. We will continue to grow this process through professional development with TCI Solutions, industry tours, and partnering with the Dakota County Workforce Centers.

2 and 3. During the FY17 plan year we were able to invite multiple local business and community members to take part in a variety of events. We held two separate meetings to introduce these members to our Perkins Consortium and provide information about our programs. Each POS within the consortium holds multiple advisory meetings throughout the school year. We have begun the process of creating a consortium-wide advisory day that would bring secondary and post-secondary partners together at DCTC to generate discussions on best practices for program improvement. We will continue this process in FY18 by offering industry and workforce partners the opportunity to partake in an advisory day meeting to discuss best practices for secondary and post-secondary programming.

4. As part of the consortium model we include a variety of business, industry, workforce centers, and MnState partners in our monthly meetings along with our annual Career and College Fair. From this involvement we are able to offer our students and staff the opportunity to explore and visit a wide range of career options within local and regional industry. We will include members of the Dakota County Workforce Centers in our monthly consortium meetings, offer industry tours to staff and students, work with our local ALC's to provide the Early/Middle College options, and continue our Work-Based Learning programs for students seeking employment. DCTC offers multiple career day events on their campus that include all forms of labor and industry, along with providing a college transfer day for students seeking to continue their education beyond a 2-year technical training experience. We will partner with the MN Transportation Center of Excellence in a pilot project to raise awareness of transportation-related careers to middle and high school students, teachers and parents. The pilot may include assisting the Transportation COE in creating curriculum around the NitroX project and transportation career trailer that can be used in our members' middle and high school programs. As part of this pilot with the Center of Excellence, we will leverage collaboration with our local workforce centers, youth advisor boards and local transportation companies to provide relevant tours, visits, and practical experiences for a variety of students. DCTC, in particular, will use the Transportation Center of Excellence in its efforts to increase non-traditional by gender participation and completion in its transportation programs (e.g. Automotive Technician).

5. In FY18 we will be incorporating local industry tours in a wide range of career fields for consortium staff and students. We will be applying for the MN Career Pathway Continuous Improvement Project in collaboration with the Dakota County Workforce Centers, Dakota/Scott Youth Council, Hastings Area Chamber of Commerce, any a variety of other local industry groups that have already provided tours and visits. This project will help expand the opportunity for school counselors, teachers, administrators, and DCTC staff to explore local industry needs to better guide student interests for meaningful training and employment in the future. The consortium (with possible collaborations with neighboring consortia) will explore the possibility of bringing Deon Carter from TCI Solutions in to provide a workshop to instructors and faculty on the Art of Motivating Students and Keys to Effective Employer Engagement.

- Continue the collaboration between our secondary, post-secondary and industry partners to support early formation of career pathways for students.
- Collaborate with the Dakota/Scott County Youth Council to provide input and opportunities for students to participate in county activities to promote youth and young adult involvement in Dakota County Workforce Centers programs.
- Partner with the Minnesota Transportation Center of Excellence to pilot a mobile lab and youth curriculum related to transportation careers for students in multiple grades. This will include hands-on activities, classroom curriculum, interactive presentations, and on-site visits to consortium member school districts.
- Develop and implement a Consortium-wide Workforce Advisory committee. The committee will focus on creating an awareness of local industry needs, best training practices for students, and how to best instruct high school and college students to meet industry ready skills.
- Continue to partner with DCTC, Lakeville ALC, Burnsville ALC and ISD 917 to coordinate and implement participation in the Early Middle College Program by supporting those students who wish to pursue college level courses and training to earn dual credit.
- Continue to increase the awareness and participation in Work-Based Learning opportunities for high school students within the consortium by developing relationships with local Chamber's of Commerce and Workforce Development Centers.
- Provide the opportunity for Secondary and Post-Secondary students and staff to partake in industry and training center tours within our local areas. Students, staff, and counselors will be invited to tour and visit with local industry and training partners to create a better awareness of career options available upon graduation.
- Improve our Consortium Performance Targets by offering professional development opportunities for secondary staff in the areas of Math and Reading skills. The focus will be on developing those skills that will best translate into the local workforce needs and post-secondary readiness skills.

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R9 Special Populations, R10 Collaboration, P9 Alternative Formats, P10 Student Transition
Strategies	
A. The consortium will continue to participate in the state approved Early Middle College programs with Lakeville ALC, Burnsville ALC and ISD 917 DCALS ALC programs to offer early college opportunities for students.	
B. The consortium will collaborate with the Dakota/Scott County Youth Council to explore opportunities for youth the participate and engage in post-secondary opportunities to attain credits or complete required high school credits.	

Outcomes

- A. Students who have been approved to participate from the 3 local ALC programs will enroll in the DCTC courses that best meet their needs.
- B. Members of the DCPC schools will be made aware of the Early/Middle College Programs and if they have students who are interested they will be given assistance in the application process.

Measures

- A. The consortium will review with DCTC the number of students who participate in these programs throughout the 2017-18 school year and who earn credits toward post-secondary enrollment.
- B. The consortium and DCTC will measure how many students and in what career areas the students are most interested in enrolling to determine any adjustments for future offerings.

Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$600.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$600.00
Total	\$600.00

Goal 2 Objectives 2

Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition
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Strategies

A. The consortium will continue to collaborate with the Minnesota Transportation Center of Excellence to introduce transportation careers to students within the consortium middle and high schools. As part of this process we will collaborate on creating a general curriculum that can be used within our member schools as part of the NitroX project. This will involve pulling together transportation instructors from the consortium and DCTC/Minnesota State system transportation instructors to help generate these materials. The consortium will contribute a small number of mini vehicles that will be used in the development courses. These will also be used by consortium schools as part of any transportation program that would benefit. These vehicles may also be used in the transportation mobile trailer that will be available to consortium schools during the school year.

Outcomes

- A. Consortium middle and high school students will have another exposure to transportation related curriculum and careers. The collaboration and curriculum will be made available to any transportation related instructor within the consortium to use within their classes. The consortium will be able to participate and access the transportation mobile trailer that will house multiple activities related to transportation careers.
- B. Consortium teaching staff that will be using the NitroX project curriculum will be afforded the opportunity to participate in professional development offered through the MN Transportation Center of Excellence staff. We will also use a train the trainer model to provide PD from members of consortium who will be present when the curriculum and activities take place within our consortium schools.

Measures

- A. Curriculum is developed for using the NitroX cars. Visits by the mobile trailer and use of the NitroX will be documented in consortium reports.
- B. Consortium member staff that provide the instruction to students in grades 7-12 will be able to provide feedback on what processes or activities were most successful. They will be able to describe how non-traditional students interacted with the cars and curriculum to spark potential interest in transportation careers.

Reallocation Explanation*	Use of funds to help provide materials such as replica engines to enhance the Nitro-X curriculum for member district students.
Post-Secondary Required Activities	\$455.37
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$455.37
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$464.00
Secondary Total	\$1,464.00
Total	\$1,919.37

Goal 2 Objectives 3

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P3 Work-Based Experiences
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Strategies

- A. The consortium will work to increase the amount of industry and training center visits/tours that will be available to all members of the consortium. This will help to inform and generate greater opportunities for students and staff to collaborate on career awareness/readiness.
- B. The consortium will conduct professional development opportunities that include business and industry partners so that work based learning options will become more available to member students.
- C. Consortium staff members will gain a better understanding of how to integrate modern and industry-ready skills through interactions with local industry partners who will visit our schools or host tours on site within their business.
- D. Consortium members will review and collaborate with industry on best practices for POS within all programs so that transition to post-secondary institutes or immediate employment is a smoother transition.
- E. Students in the consortium will have access to career information exploration through software and online resources (Naviance, VirtualJobShadow, MCIS, etc.)

F. The consortium, with possible neighboring consortia, will explore the possibility of bringing Deon Carter from TCI Solutions to conduct professional development workshops on motivating students and engaging employers.

Outcomes

- A. Industry tours will increase the awareness and understanding of potential career pathways and legitimate job opportunities.
- B. The consortium will invest in professional development to help generate a better understanding of how student engagement in secondary programs will lead to industry ready skills upon graduation.
- C. Students will have access to industry partners and school curriculum that better align with career readiness skills that prepare them for post-secondary institutions or employability.
- D and E. Students will be able to access materials and explore career pathways through the use of the career software and online resources with support of teaching and counseling staff within their high school.
- F. High school instructors and college faculty have an increased awareness and understanding of why students underperform, of cultural competence, implicit bias and keys to effective industry engagement.

Measures

- A. The consortium will be able to generate a list of industry partners and what schools had access to visit/tour these sites.
- B. The POS within the consortium will have strong ties to industry recommended standards for best practice.
- C, D and E. The consortium members will be able to generate results of the number of students who access and work with career software and online resources to determine best use of these items.
- F. Meetings minutes with other consortium document discussions on collaborating on utilizing TCI Solutions for professional development. If workshops are held, it will be reported in the consortium's APR.

Reallocation Explanation*	Consortium held workshop with TCI Solutions which included members staff, supts, and leaders. Also included industry and workforce center reps.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$5,678.38
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,678.38
Total	\$25,678.38

Goal 2 Objectives 4

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees

Strategies

A. DCTC's Academic Affairs/Programs and Majors will restructure into a Pathways design model for purposes of reporting channels, clearer pathways from high schools to the college, improving Advisory Committees and increasing the use of TSAs.

Outcomes

A. Faculty and programs are more aligned with and have greater understanding of the Perkins grant and its accountability measures. Advisory boards are revised and improved. TSAs are used across the campus.

Measures

A. The restructuring and its outcomes will be documented by organizational charts, program review process and TSA scores.

Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

1. DCTC has added wording and goals regarding non-traditional students to both the college's Strategic Enrollment Plan and Diversity/Inclusion Plan. Initiatives coming out of these plans include deliberate recruitment of non-traditional students and providing supported advising for these students when enrolled. Professional development and guidance will be provided to instructors with non-traditional by gender students within their classes. As part of the secondary programs of study within our member schools students in non-traditional areas are given the opportunity to participate within CTE courses offered at their home high school or as part of ISD 917. Our districts offer multiple career awareness activities, such as career fairs, industry tours, and professional speakers to help encourage all students to explore technical career fields. Within many of the ISD 917 CTE programs we see continued enrollment of non-traditional students in all areas.

2. In FY 18, the Dakota County Consortium will continue to be involved in initiatives that support special populations including federal grants such as E3 STEM and Title III (adult learners), Beyond the Yellow Ribbon Campaign (veterans), DCTC Diversity Council goals (underrepresented students), and abiding by legislation to accommodate students with disabilities, establish programs for adult transition students and determine multiple measures in course placement.

3. As part of DCTC's three-year Strategic Enrollment Management Plan, the college will begin to implement a continuous improvement model to evaluate and improve services, resources, programming and instructor/staff development to special population students. Strategies will include completing a value stream map, developing a cross-cultural mentoring program, hiring 1-2 additional professional tutors, using technology to improve student advising and providing intentional Credit for Prior Learning advising. At the secondary level our members offer professional development in the areas of Literacy, Mental Health, Cultural Awareness, and motivating students. We also offer an annual Career and College Fair that includes multiple industry, post-secondary, military, and government agencies that provide support to students of special populations. We include all students in this process and make available community services that would benefit students of special populations with the resources they need to attain manageable employment.

4. The Dakota County Consortium will abide by and actively demonstrate the non-discrimination policies set at the district or at the higher education system as well as compliance with the Office of Civil Rights requirements. Our special population students will not be discriminated against and will have open access to and participation in, programs, services, and activities regardless of their race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. Every effort will be made to insure that special population students receive the proper advice, guidance and accommodations warranted by their abilities and their career choice. Within the consortium's secondary schools, special populations will have access to one-on-one support/paraprofessional when appropriate. For special population students attending CTE programs at ISD917, they may be assigned tech tutors who will provide support to the students and be in communication with their home schools.

5. The consortium will continue to sponsor, support and offer programs that expose middle school and high school students to potential high wage, high demand and high skilled careers through such activities as the consortium's 4th Annual Career and College Fair, Scrubs Camp (health care), Construct Tomorrow (construction trade careers), Nitro X camps (transportation industry) and early college credit opportunities such as Early Middle College program. Through existing technical career training opportunities at both ISD917 Secondary Technical Center and DCTC, students in the Dakota County Consortium have ample opportunity and access to careers that will lead to self-sufficiency. The consortium will explore collaborating with the Tri District Career Academy to provide access to consortium POS.

6. Within the Dakota County Consortium, all stakeholders are and will be aware of the academic, technical and soft skills needed to be successful in various career pathways and will expect their students (including special population students) to understand what they need to do to be successful in their chosen fields. The consortium will leverage the guidance and wisdom of advisory boards, CTE professional development, use and results of TSAs, and career awareness tools (e.g. MCIS, VirtualJobShadow) to make sure all learners know what is expected of them in their career choice.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P8 Teacher Preparation, P10 Student Transition
Strategies	
A. Advisors and faculty will be aware of the nontraditional by gender students on their advisee list or in their classrooms and will be provided guidelines on how to support, advise and communicate with these students via tools such as checklists, tip sheet and/or professional development opportunities.	
B. Success coaches, counselors and tech tutors will reach out to nontraditional by gender enrolled students to offer support and encourage such support when needed.	
C. A follow-up consult is conducted with the nontraditional by gender students to identify how the learning experience was for them and why the experience was either a success or a hardship.	
D. Postsecondary consortium coordinator will sit on the DCTC Diversity Council and be the champion for nontraditional by gender students in regards to their access, support and success.	
Outcomes	
A. Process by which nontrad by gender are identified and how advisors and faculty are communicated with regarding these students is established and implemented. Awareness of and sensitivity to the learning experience of nontrad by gender is heightened and advising and teaching styles are adapted.	
B. Nontrad by gender students are aware of the support available and will be comfortable reaching out for guidance and understanding when needed.	
C. Those that work with or teach nontrad by gender students will receive feedback on what they did well or what can be improved upon when working with these students.	
D. The Diversity Council will act upon the goals and objectives set within their annual departmental plan.	
Measures	
A. Reports are generated, communication documented and tools used. Professional development opportunities were shared and used.	
B. Correspondence with nontrad by gender students is documented and notes taken on the result of such communication.	
C. Feedback is documented and shared. Data is collected on pass and completion rates of nontrad by gender students.	
D. Mid and annual reports on the Diversity Council plan demonstrate what was achieved and accomplished with nontrad by gender initiatives.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 2

Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
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Strategies

- A. At DCTC, explore the possibility of hiring 1 -2 additional professional tutors to meet the increased need for academic support and supplemental instruction OR to expand the roles and hours of the current tutors.
- B. Create a College Student Inventory aligned with a Student Retention Predictive Model to be used by advisors for early intervention, success planning and academic direction.
- C. Implement a stricter requirement for college students placed on Warning or Probation status that they must meet with a success coach and create a success plan in order to remain enrolled.
- D. Continue to utilize Hobson's RETAIN tool and increase usage of AgileGrad Case Management system for tracking and communicating with students that have been identified at risk academically through RETAIN's Early Alert System. Student intervention strategies and processes will be defined, implemented and communicated.
- E. Continue to support non-traditional and special population learners in secondary and post-secondary CTE programs by providing materials, aids, resources and the purchase of equipment. Support CTE student organizations, activities and advisors when needed and when appropriate.

Outcomes

- A. More students have access to and the opportunity to use tutors to assist them in overcoming academic challenges.
- B. The College Student Inventory/Student Retention Predictive Model will assist advisors in determining the appropriate strategies for student with significant risk factors and barriers to their success.
- C. More at-risk students are connected with a coach/advisor for intentional and intrusive help and guidance.
- D. Advisors are thoroughly trained in using the technology available to them and begin using it daily.
- E. Purchases are requested by CTE instructors and faculty to support the inclusion of nontraditional and special population learners all within Perkins guidelines.

Measures

- A. Tutors are hired and trained or hours have been expanded for the current tutors and for either scenario, the change is reflected in the budget.
- B. Inventory is developed and used as a pilot and revised as appropriate. Data pulls on students completing the Inventory and participating in active advising showing success rates.
- C. A 5% increase in the number of Warning and/or Probation status students who have developed a success plan with a success coach. That at least 60% of those students return to satisfactory academic standing the next semester.
- D. Reporting capability from RETAIN will indicate use, document notes on students and intervention results.
- E. Annual Performance Review will explain the justification and provide specifics of purchases and submitted budget will support the expenditure.

Reallocation Explanation	POST-SECONDARY: As DCTC sees an increase in the need for and use of success coaches and tutors, the purchase of supplemental materials and study aids (planners, grade improvement strategies, time management/organizing skill resources) can assist these coaches/tutors to effectively implement student success and academic support plans.
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Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$1,998.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,998.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,998.00

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P2 Counseling, P5 Student Organizations , P6 Mentoring/Support Services, P10 Student Transition
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Strategies

- A. Complete a current state and future state value stream map for student veterans to identify gaps, redundancy, inefficiency, and highest value activities in service provided for these type of students.
- B. Implement best practices in advising, tutoring and mentoring underrepresented students with a pilot group of student athletes.
- C. DCTC will abide by and implement legislative mandates regarding use of SAT and MCA scores to determine placement in college level coursework and to begin determining other cognitive and non-cognitive measures to determine college readiness.

Outcomes

- A. The information generated from the value stream map will be utilized to develop specific veterans initiatives and strategies for Fy19 and FY20.
- B. The retention and completion rates of underrepresented student athletes increase. A cross-cultural mentoring program is established across the campus community to serve underrepresented students.
- C. Students are aware of and benefit from multiple ways to get placed into college level coursework without needing to take the ACCUPLACER and/or developmental courses.

Measures

- A. Meetings of stakeholders conducting the value stream mapping take place and are documented. Ideas and strategies are generated and a plan is in place by end of FY18.
- B. Analysis of baseline and end-of-pilot reports on the success of underrepresented student athletes.
- C. ACCUPLACER reports indicate decrease in number of test units used annually. Admissions reports increase in number of test exemptions granted.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P8 Teacher Preparation, P10 Student Transition
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Strategies

- A. Consortium will make a concerted effort to plan for and carry out business/industry tours for both teachers and students throughout the academic year to heighten awareness of high skill, high wage or high demand careers in the local area.
- B. VirtualJobShadow (VJS) and MCIS will again be made available to both secondary and postsecondary teachers to use with students as a career awareness tool with a goal to increase its usage across the consortium.
- C. Consortium will participate in, support and send students to such career awareness events as Scubs Camp (health care careers), Construct Tomorrow (construction trades and careers), NitroX Camps (transportation fields) and Teens Experiencing Technology (middle school girls and technical careers).
- D. Plan for and host the consortium's 4th Annual Career and College Fair for consortium members and their students and to include more specific expectations on how students should prepare for the fair, what engagement activities they will need to complete during the fair, and follow-up activities done back in their classrooms.

Outcomes

- A. Teachers and students will be able to see first hand what good paying jobs and careers are available in the area and will understand what education/training is needed and what both soft and technical skills are required.
- B. VJS is incorporated into more CTE curriculum and, by doing so, students will hear from those currently in the field with timely and relevant information about various career pathways.
- C. Consortium students have an opportunity to experience possible careers in a focused, comprehensive way that provides hands-on, interactive activities.
- D. Students from the 9 consortium high schools will be exposed and have access to a number of different careers and career pathways as well as a chance to visit with colleges that offer career training. Students are well prepared upon arrival at the fair and are engaged with employers and college representatives. Teachers incorporate follow-up assignments, discussions or activities to support the awareness gained from the event.

Measures

- A. Report outs on the business/industry tours are documented with consortium minutes. Students will be asked to share their perspective and things learned with their CTE instructors. A list of businesses and companies taking part in the tours will be created and maintained.
- B. Reports from VirtualJobShadow will indicate number of logins by students and CTE instructors. Consortium members report out on which of their CTE instructors are using the tool and how it might be embedded into their course outlines.
- C. Event attendance reports, event surveys and self-reporting from those who participate or who were involved will be used to evaluate the effectiveness of these career awareness camps.
- D. Each consortium high school reports on how many of their students attended the event. Preparation resources and event engagement activities are designed and in place well before the date of the event. Consortium members report out at a consortia meeting what follow up was done by teachers. Evaluations from students, teachers and exhibitors will assist in improving the event for the following year.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$2,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,000.00
Total	\$7,000.00

Goal 3 Objectives 5

Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
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Strategies

- A. Continue to provide learning services to students with documented disabilities and the general student population to support their academic and CTE training. These services will include tutoring, test accommodations, classroom resources, notetaking, advising, counseling and software (i.e. captioning for videos, screen readers, etc.).
- B. Utilize the expertise and knowledge of DCTC's Disability Services Advisor to insure that staff and faculty are aware of and following American Disability Act regulations. The Disability Services Advisor will continue to be a resource to students with disabilities and be an advocate for them.

Outcomes

A. Students are aware of and use the services available to them and what are the appropriate POS/pathways to follow. Tutoring services are delivered in both academic and technical areas.

B. Students with disabilities have access to their education and career and use the accommodations offered to them.

Measures

A. Disability records are created, filed and stored. Data will be collected from the tutoring check-in system to generate reports on tutor usage.

B. Electronic check-in system, private testing room usage, and student satisfaction surveys will measure the success and effectiveness of the disability services offered.

Reallocation Explanation	
Post-Secondary Required Activities	\$179,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$15,751.80
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$194,751.80
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$194,751.80

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

*

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//i>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. DCTC offers its students choices between morning, afternoon, evening, in-classroom, hybrid and online courses. Further, the college has a variety of accelerated and late start semester classes. That said, many of the CTE programs at DCTC are cohort-based, full-time and during the day. Admissions representatives and enrollment counselors provide accurate information on the scheduling and format of the courses and programs they are interested in taking so adequate planning and preparation can be done. At the secondary level within our schools we offer the option of attending CTE courses as part of ISD 917 at three separate times throughout the day. Our members offer the opportunity to take part in PSEO, Early Middle College, Hybrid Learning, and independent study courses throughout the year that allow for flexible schedules. Most of the consortium secondary schools provide bussing to CTE programs at ISD 917, which allows for access to any students who would want to partake.

2. A natural continuum of service exists between the Dakota County Consortium and the South Metro Consortium because of shared feeder high schools with the two state colleges. Each college has its own support services, curricular sequence and programs of study but both are influenced by local/regional labor and market trends and needs. Two South Metro high schools plus ISD917 have approved Early Middle College Programs with both DCTC and Inver Hills Community Colleges and students from both consortia participate in the PSEO program at both institutions.

3. At the postsecondary level, DCTC will continue to provide professional and peer tutoring to students needing support in improving certain academic and technical skills. College advisors will continue the new practice (began in late FY17) to meet with students immediately upon completion of the ACCUPLACER to explain course placement, review admissions records, schedule new student orientation/registration sessions, explain the financial aid process, and, more importantly, improve the overall transition process for the students. College advisors will continue to provide intrusive advising to their assigned students and will be provided training in appreciative advising (an intentional collaborative practice to help student optimize their education experience). DCTC will continue to intervene with students (through an early alert system) that are at risk of failing or stopping out and will try to improve how such interventions are documented and reported. Success planning with students failing to meet academic expectations will be strengthened and deepened through training and evaluation. At the secondary level our schools will continue to offer access to school counselors, local workforce centers, online career awareness programs (MCIS, Virtual Job Shadow, Naviance). Students will have access to post-secondary schools through on campus visits at the high school and through career day events. The schools will continue to visit area business and industry partners that may provide post-secondary career options and advice on best practices for transition to the workforce or career training.

4. The Dakota County Consortium will continue to have representation on our region's Adult Transitions Partners group (meets 4 times a year) to determine how the partners (consortium, college, library system, ABE centers, workforce development) can collaborate in providing transition pathways for adults. At the postsecondary level, FY18 will add personnel that will specifically work with adults in transition and provide personal advising (supported by the implementation of electronic advising tools such as AgileGrad) and deliberate evaluation of prior learning experiences. DCTC Career Services will assist adults in resume writing and interview skills to improve their chances of being hired.

5. In FY18, the Dakota County Consortium will again explore formal collaborations with South Metro, Southeast Minnesota, Rochester/ZED and Southwest Metro consortia to determine how to strengthen each others' Programs of Study, provide additional career pathways for our students, and decide how to move forward with regional articulations.

6. DCTC, within its Strategic Enrollment Management Plan, has identified an objective to implement a continuous improvement process model to evaluate and improve the services, resources, programming and campus employee training on supporting veterans. This will include completion of a "future state" value stream map to identify gaps, redundancy, inefficiency and highest value activities for our veterans. Additional data reports will be created to track student veterans' success, retention and completion. DCTC will continue to support the campus Veteran's Resource Center and Veterans' Club in the services they provide and the activities the coordinate.

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
<p>A. College advisors will conduct post-ACCUPLACER advising sessions to fully explain scores and placement results, review admission record, schedule student for orientation/registration, assist with the financial aid application and assist in the overall transition process for students.</p> <p>B. College advisors will be trained in the Appreciative Advising model to intentionally ask positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.</p> <p>C. Consortium postsecondary coordinator will serve as Team Lead for the college's Persistence and Completion Team (part of HLC's Quality Initiative) and support the Team's efforts in improving student transitions, retention and completion with initiatives such as the 100% Attendance Challenge, the "How Are You Doing" survey and the Early Alert Intervention program.</p>	
Outcomes	
<p>A. Students will better understand not only their placement scores but where they are in the process of becoming an enrolled student.</p> <p>B. Advisors will learn, understand and utilize the 6 phases of Appreciative Advising.</p> <p>C. Persistence and Completion Team members will understand how their initiative are an integral part of the Perkins Plan.</p>	
Measures	
<p>A. ACCUPLACER reports, check-in system and numbers signed up for orientation/registration sessions will track the number of students receiving this service.</p> <p>B. Appreciative Advising training is conducted with advising and other student affairs staff with follow evaluation and training.</p> <p>C. Efforts are documented by the required reporting the Persistence and Completion team must provide HLC and those reports include specific data on the participation and effectiveness of the initiatives.</p>	
Reallocation Explanation	POST-SECONDARY: DCTC has seen tremendous success in the post-ACCUPLACER advising offered to students. This advising will even be more critical in the next few months as Minnesota state colleges transition to the NextGen ACCUPLACER. The change in ACCUPLACER tests will impact course placement into developmental and college-level classes. More ACCUPLACER test units are needed (that were not in the FY18 Basic Budget) to assure that students have access to the most appropriate tests within ACCUPLACER during the transitional months ahead.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$987.23
Post-Secondary Reallocation Reserve	\$2,351.09
Post-Secondary Total	\$3,338.32
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,338.32
Goal 4 Objectives 2	
Required/Permissible Uses of Funds*	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P5 Student Organizations , P6 Mentoring/Support Services, P10 Student Transition
Strategies	
<p>A. Complete a current state and future state value stream map for student veterans to identify gaps, redundancy, inefficiency, and highest value activities in service provided for these type of students.</p>	
Outcomes	
<p>A. The information generated from the value stream map will be utilized to develop specific veterans initiatives and strategies for Fy19 and FY20.</p>	
Measures	
<p>A. Meetings of stakeholders conducting the value stream mapping take place and are documented. Ideas and strategies are generated and a plan is in place by end of FY18.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00

Total	\$0.00
Goal 4 Objectives 3	
Required/Permissible Uses of Funds*	R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P6 Mentoring/Support Services
Strategies	
A. DCTC will develop a common student experience in the D2L/Brightspace portal for online students and begin to use the mobile-friendly D2L version.	
B. DCTC will create, implement and track a required D2L/Brightspace orientation for any student taking an online course for the first time.	
C. Develop a formal training program for faculty teaching online or hybrid classes.	
Outcomes	
A. Online and hybrid students experience similar experiences with such classes no matter which instructor and experience less anxiety when starting a new online course. Students will have increased access to their online/hybrid classes through use of the mobile friendly version.	
B. A pilot orientation program is rolled out during FY18 and will be fully utilized in FY19.	
C. Faculty are provided the information, resources and support to improve and/or create online courses that students understand and succeed in.	
Measures	
A. Common experience and mobile friendly version available by Fall Semester 2017.	
B. Orientation for online students are scheduled, posted and communicated to the campus community. Attendance is documented and evaluations encouraged.	
C. Pass rates in online classes show a 3% improvement during the 2017-2018 year.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 4	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P10 Student Transition
Strategies	
A. The consortium postsecondary coordinator will continue to represent the consortium and the college on the regional Adult Transitions Partners group.	
B. DCTC will implement an initiative to improve advising with adult learners (and for all students) by utilizing electronic tools (such as AgileGrad) within the advising process, providing professional development opportunities for all advisors, and hiring an adult learner advisor and credit for prior learning coordinator (supported by the Title III grant).	
C. DCTC will provide intentional Credit for Prior Learning evaluation and advising for adult learners and build such advising into a formal adult learner orientation and graduation planning.	
Outcomes	
A. Coordinator passes on to consortium members information on existing or new collaborations that assist adults returning to formal education/training and a new career pathway.	
B. Adult learners will be serviced and advised by knowledgeable and trained advisors and will have access to a specialized adult learner advisor and a coordinator who can thoroughly evaluate and grant credit for prior learning experiences.	
C. Credit for Prior Learning will be embedded in orientation sessions and in graduation planning as well as within the culture and language of the college community.	
Measures	
A. Coordinator attends the Adult Transitions Partners meeting four times during the year and discussions and activities are documented in meeting minutes. Information shared with consortium members is documented within consortium meeting minutes.	
B. Additional staff have been hired, oriented and trained and an increase in the number of adult students is demonstrated. Student satisfaction surveys will be utilized to determine the effectiveness of additional advisors and show a .05 in increase in satisfaction. A 3% increase in the retention and persistence of adult learners is demonstrated by the end of FY18.	
C. A 3% increase in the number adult students being evaluated for and given credit for their prior learning and work experiences demonstrated by the end of FY18.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 5

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration

Strategies

- A. The consortium will continue to make available access to career software and online activities (Naviance, VirtualJobShadow, MCIS, etc) that will provide students information as they explore transitions to work or post-secondary education.
- B. The consortium will offer industry site tours and visits that will help to generate career-readiness interest in our RPOS and other CTE programs through collaboration with these industry partners.
- C. The consortium will continue to explore and support those POS that include the use of technology equipment to create industry and post-secondary readiness skills by implementing relevant activities that may positively impact a students ability to attain career ready skills.

Outcomes

- A. Students will be able to explore and learn more about a variety of careers related to the consortium pathways that are offered within our secondary and post-secondary schools.
- B. Students will have the opportunity to see and hear from actual industry partners about what a worksite looks like, smells like, and feels like as they prepare for the transition from student to professional.
- C. Staff will be able to request through a consortium process, technology or other equipment that will contribute to best practices in POS or RPOS so that students are best prepared for the transition to relevant work careers or post-secondary training.

Measures

- A. The use of software and career readiness online materials will be monitored for the number and frequency of use by our member students and staff.
- B. Consortium will measure the number of students who participate in POS or RPOS and evaluate how many students attain industry ready standards through certifications, jobs, or post-secondary training.
- C. Requests for equipment, materials and technology will be documented with consortium meeting minutes and budget expenditures.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$4,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,406.48
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,906.48
Total	\$8,406.48

Goal 4 Objectives 6

Required/Permissive Uses of Funds* R1 Academic Integration , R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P10 Student Transition

Strategies

- A. The consortium will schedule meetings with leaders from South Metro, Southwest Metro, Southeast Minnesota and Rochester/ZED consortia to discuss collaborative opportunities that may exist and beginning planning on such collaborations can be implemented in future plans.

Outcomes

- A. Consortia leaders will identify how leveraging the various strengths from each consortium will strengthen, improve and increase the Program of Study opportunities for our students.

Measures

- A. Meetings are scheduled and held and minutes taken. Specific collaborative plans are created and reflected in each consortia's FY19 plan.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 7

Required/Permissive Uses of Funds* R1 Academic Integration , R2 Programs of Study, R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition, R1 Academic Integration

Strategies

- A. Design, develop and produce a brochure on the approved Early Middle College Program between ISD917 and DCTC.
- B. Work with consortium high schools to include early college credit opportunities (articulation, PSEO, Early Middle College) within their student registration guides.

Outcomes

A. A brochure is printed and available to ISD917 students and their families by late August 2017 promoting the Early Middle College (EMC) program with DCTC and the available career pathways within the EMC program. The brochure may become a model that could also be used with the EMC programs at Lakeville ALC and Burnsville Alternative High School to increase participation from their students as well.

B. Appropriate registration guides contact owners are identified at consortium high schools including EMC schools and are contacted to include the early credit opportunities relevant to CTE and our consortium's POS

Measures

A. The brochure is printed and available for use with ISD917 students and families. Brochure is shared with Lakeville ALC and Burnsville Alternative High School leadership.

B. High school registration guides reflect consortium's preference in how and where articulated courses, PSEO opportunities and EMC programs are visible to students and their parents.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. The consortium will continue to operate as a partnership amongst its member school districts and DCTC to provide best practices in CTE education. We will continue our model of holding monthly consortium leadership meetings that include a representative of each school district and a DCTC representative. We will also continue to operate under an open process of having member schools submit requests for equipment and software purchases that will be examined by the consortium members. The fiscal agent for secondary will remain with ISD 917 and its business office. Consortium members will be given financial statements of requests that involve any money use by the consortium.

2. The consortium will continue to use TSAs and other certification results to evaluate the effectiveness of our programs. We will continue to monitor our Performance Level indicators to make any adjustments to professional development plans that will benefit student success. We will convene consortium-wide staff to explore our POS and make improvements to any programs that may not meet best industry standards for career readiness preparation.

3. The consortium will continue its model of monthly leadership group meetings that will include a representative from each secondary school and a representative from DCTC. This group will work with their individual school staff to determine best practices in the use of Perkins funds and programming. Each school will be responsible for submitting requests of Perkins Funds to maintain and enhance POS and CTE courses. This information will be shared with members of the leadership group. Should a member want to request other access to the Perkins Funds they will continue to present this request to the coordinator and the leadership team for approval. We will continue to generate meeting agendas and meeting minutes that will be made available prior to and during each consortium leadership meeting. The consortium secondary coordinator will meet at least annually with member district superintendents and report to ISD 917 board members in regards to the Perkins Plan and its functions.

4. The consortium will continue to use the process of open requests for use of Perkins Funds through planning forms that are submitted to local DCPC leadership members and the DCPC coordinator. During the annual writing of the Perkins Plan the leadership group will have an opportunity to provide input on the development of budget use for programs and schools. The plan is written in conjunction with the DCTC coordinator to provide input from both perspectives.

5. The consortium will provide multiple opportunities for members to partake in professional development for staff and career readiness activities for students. We will continue to offer PD with support from Minnesota State, MDE, and a variety of outside resources. We will incorporate TCI Solutions, Inc. to provide PD for consortium staff to address best practices in industry partnerships that include students and staff. We will continue to offer our 4th Annual Career and College Fair that is available to all members of the consortium. This fair provides resources for students and staff in the areas of industry, manufacturing, military, and post-secondary training. We will be offering the opportunity for members of the consortium to participate in industry tours and visits. These will include both students and staff.

6. We will continue to be represented at state, regional, and national events that promote CTE. This will be done with multiple members of our DCPC group including students, staff, administration, and board members. We will invite local industry partners and workforce groups into our programs for tours and visits. We will continue to interact with state legislators to provide information and site visits for our programs. We will provide any good news to our local media, regional media, and national organization offices to showcase the positive activities generated within the consortium.

-The consortium will continue to work as a collaborative group to govern, allocate resources, and communicate with its members so that the plan will met or goals exceeded. This will take place through a minimum of monthly consortium-wide meetings to address any items that would best benefit the group.

-Perkins data will be reviewed by consortium districts to identify where resources are needed for program improvements, program development, and student success.

-The secondary budget will be reviewed and shared with the Consortium Advisory committee to show how the money is being spent and what others best practice needs should be addressed.

-Consortium advisory committee will continue to develop a governance manual that will help guide the work of the group for the present and future needs.

-Budgets and fiscal planning will be a shared responsibility of the consortium advisory committee, consortium leadership and fiscal agents.

-Collaborative budget planning will be continued by all members of the advisory committee through an open process of requests made by members of the consortium. These requests will be shared with advisory members and consideration of spending will be addressed during the monthly advisory committee meetings.

-Advisory committee will begin working on how to present the programs of study within the members High School Registration Guides to provide the most current opportunities for student and parent awareness.

-The consortium will explore how the members are using the Personal Growth Plans within their schools to address opportunities for Career and Technical Education programs within their districts.

-We will explore new ways to involve consortium member school counselors in the local business tours, site visits, and advisory committee meetings so they can be better equipped to discuss CTE opportunities during and after high school graduation.

-The consortium will work with local post-secondary institutions to gather data on the use of articulated credits being used by enrolled students who participated in high school CTE courses. This information will help guide our work on providing new and innovative ways of providing post-secondary credits options within our member high schools.

-The consortium will explore ways to gather data on the post-secondary plans of our high school students to help identify areas of need in CTE programming that best meets the needs of students.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R10 Collaboration, P1 Advisory Committees, P6 Mentoring/Support Services
Strategies	
A. Consortium will continue to develop and incorporate a governance manual that can be used to establish best practices for roles and responsibilities within the leadership group, how budgets are developed, and how money is spent by members.	
B. Consortium will develop best practices in creating and incorporating more consortium-wide advisory committees that include secondary, post-secondary, industry, county entities, and teaching staff that will lead to greater awareness in program development and implemetation.	
Outcomes	
A. A governance manual will be generated that will help guide the best practices of the consortium in how we establish goals and perform our duties as a group.	
B. Consortium will have the opportunity to participate in a wider scope of advisory committees that will encompass a greater number of participants who can help evaluate program effectiveness.	
Measures	
A. Governance manual that can be shared with consortium members by the end of 17-18 plan year.	
B. Advisory committee meetings that will include invitations and participation by a larger group of partners and staff.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,500.00
Total	\$8,500.00

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
A. Student data from the consortium schools will be used to help determine areas of concern and areas of growth related to negotiated performance targets to improve CTE programming and utilize career readiness online resources.	

- B. Consortium members will collaborate on how to best incorporate Personal Growth Plans, HS Registration Guides, and School Counselors to increase awareness and interaction amongst all members to increase consortium size/scope/quality of programs.
- C. The consortium will use monthly meetings to collaborate and increase the involvement of all members districts in professional development opportunities for staff and continue to exam the best practices and resources for assessments related to CTE Programs of Study within the consortium.
- D. The consortium will collaborate with its members and DCTC to gather data related to post-secondary plans for students involved in CTE programs within each school. We will work with counselors and DCTC admissions to determine best practices in making students aware of current workforce trends and how post-secondary planning can impact career readiness for all students.

Outcomes

- A. Students within the consortium will increase their overall performance on negotiated targets and staff will have a better opportunity to directly work on targeted goals with students.
- B. Students, staff, and counselors will have a better understanding of the CTE program offerings within the consortium schools and within DCTC so that post-secondary planning can begin at an early grade. Use of the Personal Growth Plans will incorporate CTE options for those students with an interest in technical careers and training.
- C. The consortium will continue to hold monthly meetings along with offering other professional development opportunities for teachers and counselors within targeted areas of growth for the consortium programs of study.

Measures

- A. Student PGP's will be examined by member district counselors and staff to see that CTE programming is being offered and information is accurately being projected to students.
- B. Professional development opportunities that will address performance growth targets and best industry practices will be provided with the opportunity for continuing clock hour approval through member districts.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,500.00
Total	\$3,500.00

Goal 5 Objectives 3

Required/Permissible Uses of Funds* R8 Size/Scope/Quality, R10 Collaboration, Secondary Admin Cost

Strategies

- A. The secondary and post-secondary Perkins coordinators will continue to work in collaboration to provide leadership and structure for the consortium by conducting monthly meetings with all members. The post-secondary coordinator is an in-kind position.
- B. The consortium will hold collaborative trainings or professional development opportunities that will include both secondary and post-secondary staff and administration to promote the overall well-being of CTE programs.
- C. Development of budgets related to the Perkins grant will be shared amongst secondary and post-secondary coordinators along with members of the leadership committee.
- D. All CTE programs will be promoted through interactions with local workforce centers, business partners, and community members through site visits, committee meetings, career fairs, and participation in councils.

Outcomes

- A. Local industry partners and workforce centers will have a better understanding of what programs we offer and how we can help contribute to the future workforce.
- B. Industry partners and other interested parties will be invited to participate in our monthly consortium meetings to provide insight into best practices for future workforce success.
- C. The Perkins budget will be reviewed on an ongoing basis with input from secondary and post-secondary partners to determine best use of funds to promote CTE and career readiness in areas of need within the community.
- D. The consortium will increase site visits and interactions with local industry by at least 3 visits from each member during the FY18 year.

Measures

- A. Number of site visits and industry interactions will be increased to at least 3 per school to include all members of the consortium.
- B. Perkins budget will be spent in a responsible manner taking advantage of all available funds to help promote career readiness skills.
- C. Other measures to be determined during the fiscal plan year of the grant.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$25,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$26,000.00
Total	\$26,000.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$12,861.00	\$0.00	\$0.00	\$0.00	\$400.00	\$0.00	\$13,261.00	\$70,143.76	\$2,000.00	\$0.00	\$9,000.00	\$1,078.10	\$0.00	\$82,221.86	\$95,482.86

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$455.37	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$455.37	\$18,000.00	\$3,600.00	\$0.00	\$0.00	\$5,678.38	\$464.00	\$27,742.38	\$28,197.75

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$179,000.00	\$0.00	\$0.00	\$15,751.80	\$1,998.00	\$0.00	\$196,749.80	\$5,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,000.00	\$203,749.80

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$1,500.00	\$0.00	\$0.00	\$0.00	\$987.23	\$2,351.09	\$4,838.32	\$4,500.00	\$0.00	\$0.00	\$2,406.48	\$0.00	\$0.00	\$6,906.48	\$11,744.80

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$36,000.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$38,000.00	\$38,000.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$193,816.37	\$0.00	\$0.00	\$15,751.80	\$3,385.23	\$2,351.09	\$215,304.49	\$133,643.76	\$8,600.00	\$1,000.00	\$11,406.48	\$6,756.48	\$464.00	\$161,870.72	\$377,175.21

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY18 Dakota County Budget Sheet Secondary	FY18 Dakota County Perkins Budget Summary spreadsheet Secondary.xlsx	54 KB
Dakota County Secondary Supplemental Budget FY18	FY18DakotaCountyPerkinsBudgetSummaryspreadsheetSecondary (1).xlsx	55 KB

Secondary Budget Reallocation

Description	File Name	File Size
FY18 Reallocation Budget	FY18 Dakota County Perkins Budget Summary spreadsheet Secondary.xlsx	55 KB
FY18 Reallocation Funds	FY18 Dakota County Perkins Budget Summary spreadsheet Secondary.xlsx	55 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$2,500.00
Totals	\$5,500.00

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$25,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 35.0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Eric Van Brocklin	Dakota County Secondary Perkins Coordinator	352693	\$25,000.00	wg_Dakota County Secondary Consortium Perkins Coordinator 17-18.docx
Stephanie M. Meinke	DCPC Secondary Technical Skills Assessment Coord.	215194	\$5,000.00	wg_DCPCTSA Coord. Contract 17-18.docx
Rebecca Egg	College Lab Assistant - Math Tutor		\$20,000.00	wg_Math Tutor PD New.doc
Anne Swanberg	Disability Services Advisor		\$70,000.00	wg_Disability Services Advisors Position Description.docx
Justin Jones	College Lab Assistant - Language Arts Tutor		\$43,000.00	wg_Justin Jones Position Description.pdf
Michelle Keske	College Lab Assistant - Accounting Tutor		\$32,000.00	wg_Accounting Tutor Position Description.doc
Kate McMenomy	College Lab Assistant - Science Tutor		\$29,250.00	wg_Science Tutor Position Description.docx
Stephanie Meinke	College Articulation Coordinator		\$8,500.00	wg_Stephanie Meinke FY18 Contract.docx
Scott Teskey	Contracted Services - ISD917 to DCTC Articulation		\$1,500.00	wg_Scott Teskey FY18 Contract.docx
Patrick Lair	Director of Student Success		\$0.00	wg_Director of Student Success Position Description.doc
			\$234,250.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S1 – Academic Attainment in Reading/ Language Arts
Action Steps to improve the performance	
<ol style="list-style-type: none"> 1. Use resources from MDE and MNState to assist in best practices to increase performance. 2. Review TSA and Perkins reporting data from the member districts to assure that all information is accurately entered in MARSS. 3. Consortium leadership team will address the performance levels during monthly meetings and collaborate on best practices for administering TSA's and the academic skill level of those students assigned the tests. 4. Consortium leadership team, teachers, counselors, and school administration will review best practices for the administration of TSA exams and overall academic performance of students in CTE courses. 5. We will continue to connect with students, parents, and staff of those students who have struggled with daily attendance to address ways in which that can be increased to help with skill attainment in each course. 6. Provide those students who perform well on achievement tests with some form of award or recognition. 7. Consortium will provide professional development for teachers, counselors, and admin staff on best practices to motivate and encourage student performance within CTE proram. 	
Resources Needed	-Professional development for staff within the consortium -Increased TSA options for all members to review best assessment for programs -MDE and MNState staff access -Money for TSA tests pre and post -P-file reports from all member districts for review
Timeline	-September 2017: Review all information available during Perkins Consortium monthly meeting -Contact all MARSS coordinators in consortium to review TSA reports in CTE courses -Beginning of October consortium will review timeline of TSA testing within each program -All staff administering TSA's within their programs will discuss the test and process with their students -When students complete TSA exams with passing scores a certificate will be provided to the student -Recognition during the school year in school board reports, awards ceremonies, and press releases when students attain certificates -During monthly Perkins Consortium meetings leadership group will discuss and review TSA progress and results
Person(s) Responsible	-Consortium leadership team

	<ul style="list-style-type: none"> -Consortium teachers, staff, admin -High school counselors -Students enrolled in CTE courses
How will progress be documented?	<ul style="list-style-type: none"> -Use of pre and post test results from TSA exams -Increased TSA test scores -Reports from professional development options -Improved reporting in MARSS to increase accuracy for all students involved
Sub-populations or groups where gap exists:	<ul style="list-style-type: none"> -Within the ISD 917 CTE programs the member school districts send nearly 70% students who receive special education services. The majority of TSA's in the consortium are given in these programs. The consortium and ISD 917 will review which TSA's best meet the needs of their students and other options that may exist. -The consortium will continue to consult with MDE and MnState on best practices for administering TSA's that best reflect the skills of its students in CTE programs. -ISD 917 has a history of students who struggle with consistent attendance, which impacts results on TSA's. We will continue to work on improving attendance through continued contact with parents and member district staff.
Describe any contextual factors that might contribute to this gap:	<ul style="list-style-type: none"> -A majority of the students who take TSA exams within the consortium fall into the subpopulations and historical have low academic achievement. -Due to decreasing enrollment in ISD 917 programs there is not a budget to support all CTE programs with a technical tutor. They currently have 3 tutors for 9 programs. -Most high schools in the consortium do not offer similar programs to ISD 917, therefore it is more difficult to offer similar articulation agreements in POS. -Often the MARSS reporting staff person within the consortium districts changes annually. This may impact accurate reporting of whether a TSA is given or not within all programs.
Further Information	
Stakeholders: students, staff, parents, counselors, deans, assistant principals, principals, superintendents, MARSS coordinators	
Process: consortium meetings, superintendent meetings, meetings with MDE and MnState staff, meetings with CTE staff, MARSS coordinators	
Data: TSA test scores, performance indicators, attendance data from staff and schools, Perkins files	

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
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Action Steps to improve the performance

1. Use resources from MDE and MnState to assist in best practices to increase TSA performance for all students.
2. Review TSA and Perkins reporting data from the member districts to assure that all information is accurately entered in MARSS.
3. Consortium leadership will address the performance levels during monthly meetings and collaborate on best practices for administering TSA's and the academic skill level of those students assigned the tests.
4. Consortium leadership team, teachers, counselors, and school administration will best practices for the administration of TSA exams and overall academic performance of students in CTE courses.
5. We will continue to connect with students, parents, and staff of those students who have struggled with daily attendance to address ways in which that can be increased to help with skill attainment in each course.
6. Provide those students who perform well on achievement tests with some form of award or recognition.
7. Consortium will provide professional development for teachers, counselors, and administrators on best practices related to TSA exams approved by the state.

Resources Needed	<ul style="list-style-type: none"> -Professional development for staff within the consortium related to TSA best practices and options for administering tests -Increased TSA options for all members to review best assessment for programs. -MDE and MnState staff access for best practices -Money for TSA tests pre and post -P-file reports from member districts for review
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Timeline	<ul style="list-style-type: none"> -September 2017: Review all information available during Perkins Consortium monthly meeting -Contact all MARSS coordinators in consortium to review TSA reports in CTE courses -Beginning of October 2017, consortium will review timeline of TSA testing within each program -All staff administering TSA's within their programs will discuss the test and their process with the students -When students complete TSA exams with passing scores a certificate will be provided to the student -Recognition during the school year in school board reports, awards ceremonies, and press releases when students attain certificates -During monthly Perkins Consortium meetings the leadership group will discuss and review TSA progress and results
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Person(s) Responsible	<ul style="list-style-type: none"> -Consortium leadership team -Consortium teachers, staff, admin -High school counselors -Students enrolled in CTE courses
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How will progress be documented?	<ul style="list-style-type: none"> -Use of pre and post test results from TSA exams -Increased TSA test scores -Reports from professional development options -Improved reporting in MARSS to increase accuracy for all students involved
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Sub-populations or groups where gap exists:	<ul style="list-style-type: none"> -Within the ISD 917 CTE programs the member school districts send nearly 70% students who receive special education services. The majority of TSA's in the consortium are given in these programs. The consortium and ISD 917 will review which TSA's best meet the needs of their students and other options that may exist. -The consortium will continue to consult with MDE and MnState on best practices for administering TSA's that best reflect the skills of its students in CTE programs -ISD 917 has a history of students who struggle with consistent attendance, which impacts results on TSA's. We will continue to work on improving attendance through continued contact with parents and member district staff.
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Describe any contextual factors that might contribute to this gap:	<ul style="list-style-type: none"> -A majority of the students who take TSA exams within the consortium fall into the subpopulations and historically have low academic achievement. -Due to decreasing enrollment in ISD 917 programs there is not a budget to support all CTE programs with a technical tutor. They currently have 3 tutors for 9 programs. -Most high schools in the consortium do not offer similar programs to ISD 917, therefore it is more difficult to offer similar articulation agreements in POS. -Often the MARSS reporting staff person within the consortium districts changes annually. This may impact accurate reporting of whether a TSA is given or not within all programs.
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Further Information	
Stakeholders: students, staff, parents, counselors, deans, assistant principals, principals, superintendents, MARSS coordinators	
Process: consortium meetings, superintendent meetings, meetings with MDE and MnState staff, meetings with CTE staff, MARSS coordinators contact	
Data: TSA test scores, performance indicators, attendance data from staff and schools, Perkins files, grade reports	

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
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Action Steps to improve the performance	
1. Advisors and faculty will be made aware of nontraditional gender students and will be provided written and oral tips on how to support, advise and communicate with these students.	
2. Success coaches, counselors and tech tutors will make more of a deliberate effort to reach out enrolled nontrad by gender students to offer their support, resources and encouragement.	
3. Nontrad by genders will be contacted if they leave the program as well as when they finish the program to understand what were the barriers but also what went well for them.	
4. DCTC's Diversity Council will determine goals and objectives to specifically support this special population of students.	
5. Provide a Professional Development opportunity for DCTC faculty to become aware of their beliefs, perceptions and overall attitude to nontraditional students by gender and to the diverse student body as a whole. Ideally, would like to bring in Deon Clark and his group from TCI Solutions.	
Resources Needed	-Professional development materials and training opportunities -Time for outreach -Communication tools including email and meetings -Data reports -Funding to bring in TCI Solutions
Timeline	Have many of these strategies set and ready to go by the start of Fall 2017 classes. Departmental and Diversity Council goals set by November 1st. Data reporting ongoing but especially at end of year. Professional development workshop slated for the January 2018 faculty inservice.
Person(s) Responsible	Director of Student Success, Chief Diversity Officer and VP of Academic Affairs
How will progress be documented?	All plans, including Strategic Enrollment Management, Departmental, and Diversity Council have wording to address the needs of this special population and the required follow up reporting both with a mid-year and end-of-year review. The professional development workshop will be documented by inservice agenda/schedule and on follow up meetings with department chairs.
Sub-populations or groups where gap exists:	Females, in particular, may have more of a challenge completing a nontraditional program for their gender.
Describe any contextual factors that might contribute to this gap:	DCTC traditionally have more males enrolled than females. Many of the college's largest and most popular programs are traditionally male.
Further Information	
Stakeholders: Nontraditional by gender students, success coaches, advisors, counselor, academic deans, faculty, tutors, Strategic Enrollment Management Council and Diversity Council.	
Process: Advising and student coaching sessions, tutoring sessions, Council meetings, updates to departmental and Council plans, professional development for faculty.	
Sources of Data: Data available from the state, enrollment/demographic information pulled from ISRS and/or Hobsons RETAIN, anecdotal information from those directly working with the nontrad by gender, Persistence and Completion initiatives data	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met: *	1P1 – Technical Skill attainment
Negotiated Performance: *	86.81%
Actual Performance: *	82.42%
General strategies planned to improve performance:	
1. As part of a deliberate self-assessment/self evaluation of consortium POS and RPOS, TSAs at the college will also be looked at very closely to determine which students are actually taking the exams (are they truly at the end of their programs?) and how the results are used within the program to strengthen or change curriculum. A further analysis of the TSA data needs to be done to fully understand the performance indicator and what may be an obstacle into achieving the target.	
2. Postsecondary consortium coordinator will take a more active role in raising awareness of the importance of TSAs and their results by meeting with and providing training for academic deans, department chairs and faculty. Utilize the technical assistance help from the state to support such information and training.	
3. Utilize the comprehensive list of TSAs being used with many of DCTC's programs to possibly add to or replace the state-approved POS for the consortium.	
4. Make sure that appropriate faculty know of and participate in the next round of TSA review/approval meetings.	
5. Continue to support TSA usage by providing identified Perkins funds to help pay for the assessments.	
Comments or context for actual performance (optional):	
The actual TSA performance decreased from the year before but without any clear indication as to why. As mentioned in the strategies, it will be important to do a deep analysis of both the state numbers and the college's perspective to understand what can be done to improve this performance area.	
Improvement Report 2	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	56.01%
Actual Performance: *	53.01%
General strategies planned to improve performance:	
1. Members of the consortium will participate in general professional development in the areas of literacy and working with students with special needs. This will take place during pre-school workshops and during school year professional development dates.	
2. Consortium members will be included in professional development opportunities that will be conducted by MDE staff as available, local literacy staff within schools, and within any conferences that are available to the members.	
3. The consortium will provide examples of TSA exams that will best address the reading level of those students within the consortium. These exams will be chosen to best represent the reading abilities of the students so that accurate skill attainment will be shown.	

4. Within our monthly consortium meetings we will incorporate a review of skill attainment and an awareness of ability levels for those students who are taking CTE courses within the membership. We will actively identify those programs or students who may struggle with TSA exams or written curriculum. Support for these students and programs will be addressed by each site.
5. When students within our programs are identified as struggling readers or writers we will make sure that staff is aware through accommodations within the IEP or when the TSA exams are given. Support will be provided as best possible for these students and staff, which may include technical tutors, paras, or special education staff by site.
6. The consortium will provide professional development to its members by use of the TCI Solutions team. This PD will help bring awareness to staff about how potential bias may lead to a perception of success or failure by our students. This PD will be conducted in a full day session for all membership teams that can attend.
7. The consortium will present a bi-annual report of who is taking the CTE courses within each school and what these students current success looks like. For those programs or students that are struggling, the leadership team will included input to staff on best practices to help with obtaining success within their programs.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:*	1S2 – Academic Attainment in Math
Negotiated Performance: *	45.52
Actual Performance: *	43.01

General strategies planned to improve performance:

- Conduct monthly Perkins consortium meetings with leadership team from all member districts. During this time we will continue to review and discuss best practices to improve overall math performance within our programs.
- The consortium team will look at how attendance and special populations may impact the overall performance of students in the CTE programs as it relates to math attainment.
- Classroom teachers, counselors, and support staff will be provided strategies that may benefit all students related to math skills needed to perform well within industry standards and statewide testing.
- Teaching staff and leadership team will continue to explore and exam the best TSA or performance exams that will meet the needs of all students within our programs. They will explore how pre and post test results could be used to better instruct students for higher math attainment scores.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	58.9%
Actual Performance: *	57.13%

General strategies planned to improve performance:

1. Continue to analyze and utilize data generated from DCTC's Persistence and Completion Team initiatives to develop intervention strategies early in a students' education experience to support retention and completion.
2. Develop a College Student Inventory to use with the established Predictive Model to identify at risk students and intervene with them quicker.
3. Create and implement a process by which students withdrawing from courses or their program are able to provide information to the college on the reasons for the withdraw and to determine if there was anything the college could have done differently.
4. Continue to grow the highly relational and intentional advising model so that students do not fall through the cracks and that they understand the resources and options available to them.
5. Provide more tutoring and mentoring for underrepresented students or any special population that are at risk of not finishing what they start.

Comments or context for actual performance (optional):

The work already being done at the college and the newly submitted Strategic Enrollment Plan have and will have an impact on this performance area. The percentage of students completing their program of student increased by almost 4% over the year before largely due to initiatives started within the last couple of years. We hope this trend will continue.

Improvement Report 5

Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	25%
Actual Performance: *	24.49%

General strategies planned to improve performance:

1. Consortium schools will be presented with information on all available TSA exams that are offered through state approval. They will be encouraged to review the TSA that best meets the needs of the students within their programs. They will take into account the academic skill levels of these students prior to selecting and administering the TSA.
2. Members will be encouraged to conduct a pre-, mid-, and final TSA exam with their students. This will provide a better opportunity to make adjustments or provide support to those students who may be struggling with skill attainment.
3. The consortium will enlist the support of MNState staff to provide professional development on the best practices for TSA application. They will learn more about the best time and methods of TSA administration.
4. The consortium will review with post-secondary partners on the potential to create stronger articulation agreements and prior learning scholarships for those students who attain a high score on the TSA exams.
5. Consortium teaching staff and MARRS coordinators will be asked to review student enrollments to make sure that accurate accounting of those students in CTE programs is presented in annual reports.
6. The consortium will review the possibility of offering TSA exams in the area of 21st Century Skills attainment for those students identified as low academic achievers. This TSA exam will provide a better sense of general work readiness skills that might provide a better representation of successful skills in all work areas.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:*	3P1 – Student retention or transfer
Negotiated Performance: *	22.60%
Actual Performance: *	21.49%

General strategies planned to improve performance:

1. More deliberate and intrusive advising needs to be done and done earlier with students at risk. As mentioned in Goal 3 strategies, the college will explore making it a requirement for students not maintaining satisfactory progress to meet with an advisor or success coach to develop a success plan to follow for the next semester.
2. Continue to support the retention efforts via the Persistence and Completion team to give students opportunities to tell us when things are not going well, to provide incentive for consistent class attendance and intervening with students identified at risk early in the semester.
3. Create a dual counselor/advisor position and hire a professional that can deliver mental health counseling and also academic planning.
4. Continue working with program deans and faculty in creating cohort general education sections and co-requisite opportunities to support students' continuation with their program.

Comments or context for actual performance (optional):

As the economy has improved, we have found more students focusing on employment rather than education. It is not uncommon to have students land jobs (with good pay) within their career pathway before completing their award. We have seen a rise in mental health and poverty issues which pose significant barriers to students continuing with their education.

Improvement Report 7

Indicator Not Met:*	5P1 – Nontraditional participation
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Negotiated Performance: *	17.5%
Actual Performance: *	16.00%
General strategies planned to improve performance:	
<p>1. Leverage resources (such as the Title III grant) to target recruitment of nontraditional by gender students into the college programs.. Such a strategy will be tracked and followed up on since it is part of the college's Strategic Enrollment Mangement plan.</p> <p>2. As the college updates photography used in print and electronic media, make sure they are showing nontraditional by gender students actively participating in the hands-on aspect of the particular career.</p> <p>3. Continue to encourage nontraditional by gender students to meet with college program faculty either individually or through the weekly Campus Visits to become aware of the career training and the job opportunities.</p> <p>4. DCTC has recently created an Alumni Association with the hope that it will reengage with graduates and identify alumni who might be appropriate and willing to speak about their experience at DCTC and in their career - especially if they were nontraditional by gender.</p>	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
FY18 Dakota County Consortium Statement of Assurances	FY 18 Statements of Assurance.pdf	776 KB

Attachments

Description	File Name	File Size
Statements of Assurance FY18	FY 18 Statements of Assurance.pdf	776 KB
FY18 POS TSA Planning Sheet Dakota County	FY18POS TSA planningguide DakotaCounty_6-12-17.docx	32 KB

